DOCUMENT RESUME

ED 095 981 JC 740 354

AUTHOR Pearsall, Howard E.; Thompson, Paul, Jr.
TITLE The Self-Actualization of Polk Community College Students.
INSTITUTION Nova Univ., Fort Lauderdale, Fla.
PUB DATE 30 May 74
NOTE 59p.; Paper based on practicum submitted to Nova University in partial fulfillment of requirements for Doctor of Education degree

EDRS PRICE MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS *College Students; *Community Colleges; Comparative Analysis; *Personality Tests; Post Secondary Education; Practicums; *Self Actualization; Technical Reports; *Test Results
IDENTIFIERS Florida; *Polk Community College

ABSTRACT

This article investigates the concept of self-actualization introduced by Abraham Maslow (1954). A summary of Maslow's Needs Hierarchy, along with a description of the characteristics of the self-actualized person, is presented. An analysis of humanistic education reveals it has much to offer as a means of promoting the principles of self-actualization with students. The Personal Orientation Inventory, developed by Everett Shostrom, is an objective paper and pencil personality test that measures 14 different scales of self-actualization. This article reviews some of the relative research done with the POI on college students. A description of the POI and its scales is also offered. The heart of this article is an analysis of the POI results on samples of community college students. POI data and profiles are presented for male and female vocational-technical Associate of Science degree aspirants and college parallel Associate of Art aspirants at Polk Community College. The students are also compared with a 4-year university freshmen sample. The t-test of significance reveals several interesting differences between the groups. The article concludes with a summary of the results and recommendations for implementation. (Author)

ED095481

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

THE SELF-ACTUALIZATION OF POLK COMMUNITY COLLEGE STUDENTS

by

HOWARD E. PEARSALL

and

PAUL THOMPSON JR.

MAY 30, 1974

JC 740 354

A paper based upon a practicum submitted to Nova University in partial fulfillment of the requirements for the Ed.D. degree

BEST COPY AVAILABLE

TABLE OF CONTENTS

INTRODUCTION — Page

Paul Thompson..... 1

BACKGROUND AND SIGNIFICANCE

Paul Thompson..... 2

PROCEDURES

Howard Pearsall..... 13

RESULTS

Associate of Science-Associates of Arts
Intra Analysis

Howard Pearsall..... 24

Associate of Science-Associate of Arts
Inter Analysis

Paul Thompson..... 42

CONCLUSIONS AND RECOMMENDATIONS

Intra - Howard Pearsall..... 48

Inter - Paul Thompson..... 50

SUMMARY STATEMENT

Howard Pearsall..... 53

Paul Thompson..... 54

BIBLIOGRAPHY..... 55

BEST COPY AVAILABLE

FIGURES AND TABLES

			Page
Figure	1	Scoring Categories for the POI	14
	1a	Standard Score Equivalents	16
	2	POI Ratio Scores	17
	3	Comparison of "Self-Actualized", "Normal", & "Non-Self-Actualized" Groups on the POI Time Ratio	20
	4	Comparison of "Self-Actualized," & "Non-Self-Actualized" Groups on the POI Support Ratio	22
	5	POI items most highly correlated with Inner Directive Support	23
	6	POI Profile A.S. Males	35
	7	POI Profile A.S. Females	36
	8	POI Profile A.S. Total	37
	9	POI Profile A.A. Males	38
	10	POI Profile A.A. Females	39
	11	POI Profile A.A. Total	40
	12	POI Profile Polk Community College Students	41
	13	POI Mean and Standard Deviation for Polk Community College and Freshmen Samples	45
Table	1	Means, Standard Deviations and Significances Between Male and Female Samples of A.A. and A.S. students of PCC	31
	2	Means, Standard Deviation and Significances Between A.A. and A.S. aspirants at PCC	34
	3	Means, Standard Deviations and Significances Between PCC Samples and College Freshmen Samples	44

BEST COPY AVAILABLE

Introduction

During the 60's, the two-year college represented the fastest growing segment in American higher education. In this period the enrollment doubled, with now well over two million students attending more than 1,000 two-year community colleges in the United States. Even with the current slow-down in higher education enrollment, the community colleges have been least effected. The growth of community colleges emphasizes the need for comprehensive information on all segments of community colleges. The purpose of this study is to contribute to the growing and changing body of knowledge available on community colleges. Specifically, this study will look at only one small segment of the total issue; the personality of students at Polk Community College, Winter Haven, Florida.

An increase in student self-actualization seems to be the logical product of the humanistic educational movement. Education, especially on the community college level, is increasingly becoming more humanistic. Indeed, the democratic open door of the community college is an identifying element of the humanistic movement. This paper will examine the humanistic movement and its relationship with self-actualization. It will describe the self-actualized characteristics of students at Polk Community College. Further

BEST COPY AVAILABLE

analysis will be conducted to determine what significance, if any, is found in the self-actualization levels of students enrolled in an Associate of Arts degree program with students enrolled in an Associate of Science degree program. Polk Community College students will be compared with a 4-year sample.

Background and Significance

Much has been written about the philosophy, purpose, faculty, and curriculum of the community college (Cohen, 1969, 1971; Cohen and Brawer, 1972; Cross, 1971; Mayhew, 1971, and Roueche, 1972). While these authors have compiled much valuable information on the community colleges, they seem to have paid a minimum of attention to the personality characteristics of community college students.

Patricia Cross, in Beyond the Open Door, describes the "new student" mostly in terms of his academic deficiencies. She profiles the new student as having a history of educational problems, low test scores, C average in high school, and looking at the community college for a better job opportunity; more than the love of learning. She further characterizes the new student as conservative; valuing hard work, religion, and believing in traditional institutions. Cohen and Brawer seem to confirm student conservatism with their description of community college students as cautious, prudent, controlled, apprehensive, and rigid in their concern for academic standards.

BEST COPY AVAILABLE

In Confronting Identity: The Community College Instructor, they go on further to point out that the community college student is less likely than the four year counterpart to be autonomous, sure of self, and adventurous. Cohen's theme in Dateline "79: Heritical Concepts for the Community College, deals with community colleges becoming more pragmatic to meet the pragmaticism of the new student in the future. Professors as Teachers, by Eble claims that students, as a result of their college experiences, decrease in conservatism and dogmatism and increase their interest in intellectual pursuits, capacities for independence, dominance, self confidence, and more expression of self impulse. In general, they become more self-actualized as described by Abraham Maslow.

The term self-actualization was first coined by Kurt Boldstein, but more fully developed by the late Abraham Maslow (1954). Self-actualization refers to a person's desire for self fulfillment, "the tendency for him to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming." (Maslow, 1954 p. 91-92).

Becoming self-actualized depends upon prior needs in a need hierarchy being sufficiently met. These needs are presented by Maslow as follows: (1954 p. 80-92)

BEST COPY AVAILABLE

1. Physiological need- The need or drive for food, clothing water, sleep, balanced body chemistry, etc. These needs are often mistaken for localized needs but Maslow makes it clear that they are of the whole person. i.e. Hunger is not of the stomach but of the man. When needs at the first level are sufficiently met the person acquires a new set of needs.

2. Safety need- The need of security from being sensorially surprised. This would include a world which offers the individual a degree of predictability, routine, and order. In adults these needs may be met through insurance policies, bank accounts, job tenure, familiar surroundings, religion, etc. Neurotic behavior is seen as searching for the safety need.

3. Belongingness and love need- The need for others, friends, spouse, and children. This need is met through the affection and affiliation derived from interpersonal relationships. The thwarting of love and affection in our society often produces psychological maladjustment or more severe pshychopathology.

4. Esteem need- The individual needs a firm, stable, positive evaluation of their selfness, both for themselves and for others to see and reflect. This need is manifested in a

BEST COPY AVAILABLE

person's desire for strength, achievement, adequacy, independence, recognition and prestige that is truly deserved. Satisfaction of the esteem need leads a person to feelings of self confidence, worth, adequacy, usefullness.

5. Self-actualization need- The need for a man to become in actuality that which he potentially is capable of becoming. This need varies individual to individual depending upon capacities and potentials.

The five sets of needs are not so set in the hierarchy that a higher need only emerges when the lower are completely met. At any moment a person may actually be involved with needs from several levels. However, the degree of involvement in any one given level is dependent upon the degree of fulfillment of the next lower need level. Thus, a person could therefore be 10% involved with self-actualization needs because his esteem need is 25% met, belongingness and love 50% met, safety need 80% met and physiological need 99% met. (The percentages are completely hypothetical).

The needs in Maslow's hierarchy are both conscious and unconscious with the majority in the latter category. A specific behavior may be motivated by a multiple number of needs steming from different levels in the hierarchy.

Maslow describes the characteristics associated with

BEST COPY AVAILABLE

people who represent a high degree of self-actualization as: (1954 p. 199-230)

1. More efficient perception of reality and more comfortable relations with it- People described as possessing a high degree of self-actualization are said to possess an ability to detect the spurious, the fake, and the dishonesty in personality. They ware also better able to judge people correctly and efficiently. Intelligence is also an important determinant of this trait.

2. Acceptance (self, others, nature) - Self-actualized persons are seeing the world as it is, not as they wish or were told it should be. They therefore lack some of the feelings of guilt and anxiety, and shame over matters which they have no control. They live life according to their idea of the fullest, without regret or apology. Secondly, they display a lack of defensiveness and do not condone artificial behavior in others.

3. Spontaneity- The behavior of self-actualized people is marked by a high degree of naturalness and simplicity. They never allow conventionality to inhibit them from doing something they consider very important or basic. This does not mean they are unscrupulous but rather they are attuned to

BEST COPY AVAILABLE

their own autonomous set of ethics.

4. Problem centering- Self-actualized people tend towards being concerned with some problem external to their own lives. This problem consumes much of their energies and is described as a mission in life they "must do" rather than "want to do". The solution usually improves mankind in some way.

5. The quality for detachment; the need for privacy- Self-actualized people value their privacy. They need detachment from others when involved with intense concentration. The concentration can be so intense they forget about eating or sleeping. Self-actualized people do not need others, in the ordinary sense.

6. Autonomy; independence of culture and environment- Our subject is propelled by growth motivation rather than deficiency motivation and are therefore not dependent on others. Likewise, they are self contained and able to withstand hard knocks, deprivation and frustrations dealt by the environment.

7. Continued freshness of appreciation- No matter how stale and boring reprated experiences seem to others, self-actualized people have the capacity to naively enjoy good life experiences again and again.

BEST COPY AVAILABLE

8. The mystic experience; the oceanic feeling- Actualized people describe strong emotional experiences whereby they seem to transcend reality. Such experiences are often related to sexual orgasm, but occur elsewhere. The feeling is described as as limitless sensing of the experience accompanied with a feeling of both being powerful and helpless at the same time.

9. Gemeinschaftsgefühl- This term, invented by Alfred Adler, expresses the self-actualized feeling of belonging, identification and affection for the human race as one family.

10. Interpersonal relations- Such people are capable of great love, identification, and friendliness with others. They are highly selective and the number of deep frienships is relatively small. They possess charisma.

11. The democratic character structure- Self-actualized people demonstrate honest respect to anyone of suitable character regardless of social class, education, beliefs, or ethnic identifications. Their humility allows them to admit they know very little in relation to what there is to know.

12. Discrimination between means and ends- They have strong ethics and moral standards. They know the difference between right and wrong without conflict. In general, they concentrate

BEST COPY AVAILABLE

on ends rather than means.

13. Philosophical, unhostile sense of humor- Self-actualized people prefer philosophical humor to humor that is at the expense of some one or group. They are more likely to smile in understanding than laugh out loud.

14. Creative- Without exception, self-actualized people show creativeness. This talent is more akin to the naive creativeness of children than that of Mozart or Einstein. They express their creativity in their daily lives.

15. Resistance to Enculturation- Self-actualized people are not well adjusted if it means conforming to the expectation of culture. While not being social rebels, they tolerate convention except where non-convention is more honest, practical, etc.; truly autonomous.

16. Imperfections of self-actualizing people- Self-actualized people are human too. At times they can be silly, wasteful, thoughtless, boring, stubborn, and irritating. They, too, have vanity, pride, and display partiality, temper, and ruthlessness. They are not entirely free of guilt, stress and anxiety.

BEST COPY AVAILABLE

These characteristics were collected by studying people who were considered to be self-actualized. The subjects include personal acquaintances, friends, public and historical figures. Maslow also included college age subjects but concluded "self-actualization of the sort I had found in my older subjects was not possible in our society for young developing people." (1954, p. 200)

Curriculum theorists, especially those associated with the general education and humanistic movements, claim "maximum educational performance depends upon self awareness and integration of views", (Cohen, 1971 p. 2). Cohen (1969, p. 150) defines general education as, "that which leads a learner to acquire a sense of social integration, awareness of self and a sense of his place in relation to society." These views seem expressive of the self-actualization concept.

General education is not as concerned with the learner mastering a fixed body of knowledge as it is with the learner as a human being, who has certain needs to be fulfilled in a changing environment. Humanistic education, like general education is concerned with the actualization of the student's total self. "Humanistic education provides a process of assisting student to realize their self concepts and concepts of adequacy" (Roberts, 1973,p. 5). General education is important to the community college because it "can usually be completed in two years" (Roberts, undated, unpublished).

BEST COPY AVAILABLE

In summary, self-actualization is seen as a desirable outcome for community college students. The ideas of self-actualization are similar to those expressed as the desirable outcome of a community college education, especially the general and humanistic educators. Where do community college students stand in relation to possessing characteristics of self-actualized people? A search of the literature reveals very little information on self-actualization and community college students. However, several articles dealing with different aspects of self-actualization and college students in general were located. Many of the studies utilized the "Personal Orientation Inventory", (POI) a test devised by Everett Shastrom for measuring self-actualization (1965).

In general, these studies have focused upon measuring the change in pre and post self-actualization, POI scores, after some treatment had been administered or establishing data on the reliability and validity of the POI. Mullins and Perkins (1973) reported increased self-actualization as the result of a humanisitc orientated biology course. Trueblood and McHolland (1971) reported a significant number of community college students showed higher self-actualization as a result of a "Human Potential" group experience. Owen Lee, in a similar experiment at Polk Community College found similar results with "Human Potential" seminars.

Gibb (1966, p. 53) found comparatively higher self-

BEST COPY AVAILABLE

actualization (POI scores) on college students coming from homes where (1) parents were high school graduates and had additional formal education, (2) one to three children, (3) mother had worked full time and (4) little religious training or participation.

LeBach (1969) supports Maslow's statement that self-actualization is related to age. He also found higher self-actualization with increased years in college, marital status and satisfaction with college. The POI Manual (p. 12) contains self-actualization profiles for "Entering College Freshmen" and "College Junior and Seniors". Data for these profiles were collected by Jenkins and Robert Lee, respectively. The profiles further confirm the thesis that self-actualization increased with age and/or education. These profiles will be presented in an analysis of the data.

PROCEDURES

BEST COPY AVAILABLE

The Personal Orientation Inventory (POI) was administered to a sample population of students enrolled in the Associate of Arts and Associate of Science degreee programs at Polk Community College (PCC).

The POI consisted of 150 two-choice comparative value and behavior judgment questions. The items were scored twice, first for two basic scales of personal orientation, inner directed support (127items) and time competence (23 items) and second for ten subscales, each of which measure a conceptually important element of self-actualization.

The Personal Orientation Inventory scores for the scales and the subscales were interpreted in the light of the self-actualization norms that have been established. Since the POI scales were developed around value concepts having broad personal and social relevance, the results of these tests are expected to be most valuable in describing Polk Community College students to their instructors.

Percentile scores for Polk Community College technical and academic students were plotted in order to construct a profile of PCC Associate of Arts and Associate of Science degree aspirants. Means, standard deviations and tests of significant difference were also made for the male and female samples of the technical and academic students. Significant differences in A.A. and A.S. aspirants were also investigated.

A description of the POI scales used and results of the tests follow:

The POI scales are described in Figure 1. The time and the support ratio scores cover two major areas important in personal development and interpersonal interaction.

The support scale is: (Shostrom 1964 p 17)

> designed to measure whether an individual's mode of reaction is characteristically "self" oriented or

BEST COPY AVAILABLE

Number of Items	Scale Number	Symbol	Description
I. Ratio Scores			
23	1/2	T_I/T_C	TIME RATIO Time Incompetence/ Time Competence - measures degree to which one is "present" oriented
127	3/4	O/I	SUPPORT RATIO Other/Inner - measures whether reactivity orientation is basically toward others or self
II. Sub-Scales			
26	5	SAV	SELF-ACTUALIZING VALUE Measures affirmation of a primary value of self-actualizing people
32	6	Ex	EXISTENTIALITY Measures ability to situationally or existentially react without rigid adherence to principles
23	7	Fr	FEELING REACTIVITY Measures sensitivity of responsiveness to one's own needs and feelings
18	8	S	SPONTANEITY Measures freedom to react spontaneously or to be oneself
16	9	Sr	SELF REGARD Measures affirmation of self because of worth or strength
26	10	Sa	SELF ACCEPTANCE Measures affirmation or acceptance of self in spite of weaknesses or deficiencies
16	11	Nc	NATURE OF MAN Measures degree of the constructive view of the nature of man, masculinity, femininity
9	12	Sy	SYNERGY Measures ability to be synergistic, to transcend dichotomies
25	13	A	ACCEPTANCE OF AGGRESSION Measures ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression
28	14	C	CAPACITY FOR INTIMATE CONTACT Measures ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations

Figure 1. Scoring Categories for the Personal Orientation Inventory.

(Shostrom p 6)

BEST COPY AVAILABLE

"other" oriented.

Inner, or self, directed individuals are guided primarily by internalized principles and motivations while other directed persons are to a great extent influenced by their peer group or other external forces.

The time scale measures the degree to which the individual lives in the present as contrasted with the past or future.

The time competent person lives primarily in the present with full awareness, contact and full feeling reactivity while the time incompetent person lives primarily in the past, with guilts, regrets, and resentments, and/or in the future, with idealized goals, plans, expectations, predictions and fears.

Since both of these scales are viewed as being clinically interpretable in relative or proportional terms, the scores for the support and time scales are each presented as ratio scores. Scores on each of the ten subscales are intended to reflect a facet important in the development of self-actualization.

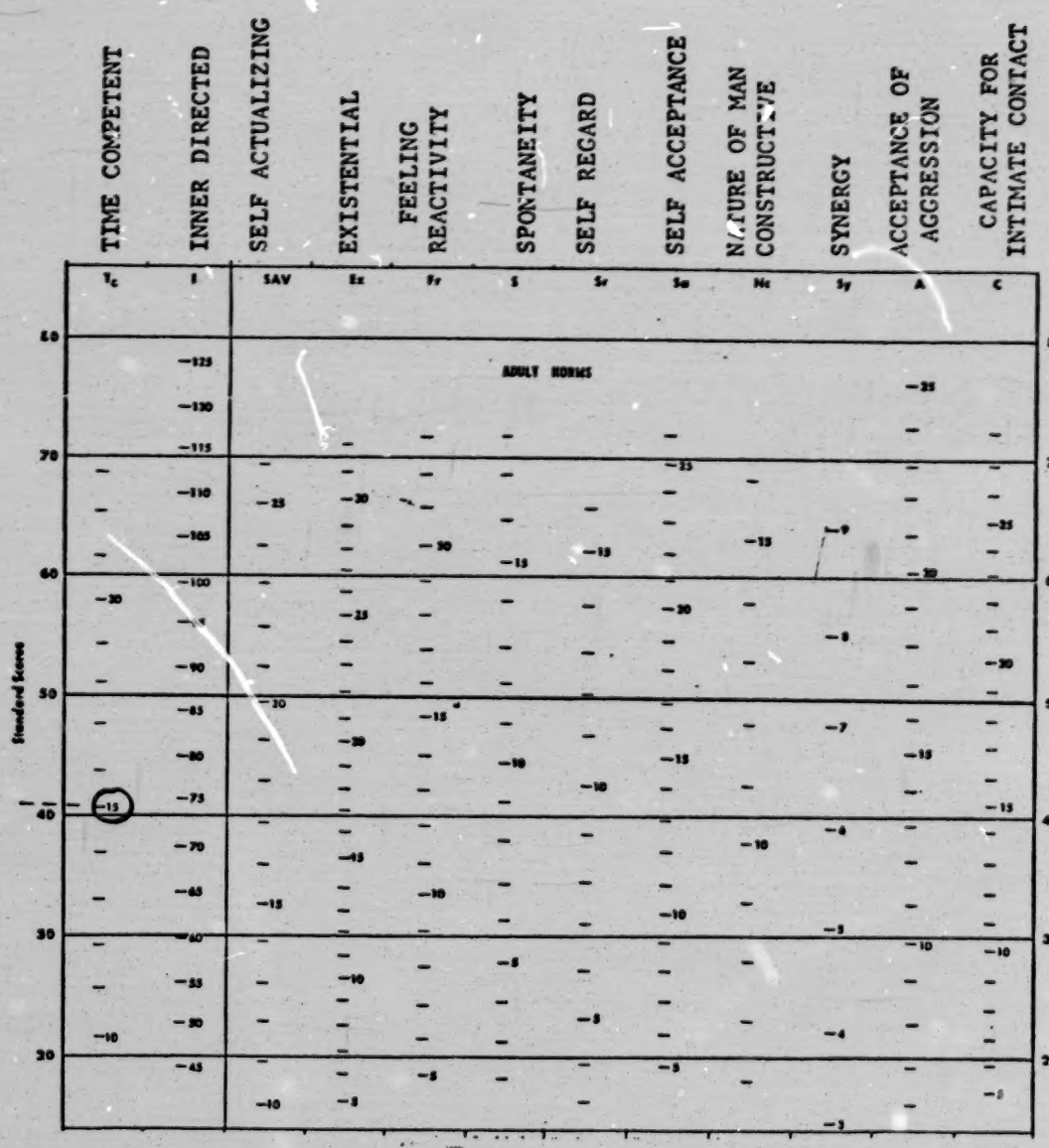
The Profile Sheet available for the POI was constructed from adult norms. When raw scores are plotted they can automatically be converted into standard scores. For example, by reading over to the vertical column marked "Standard Scores" the standard score equivalent of a raw score of 15 on the Time Competence scale is seen to be approximately 41. The mean standard score for each scale is 50, with a standard deviation of 10. Thus about 95 percent of the population will theoretically fall between standard scores of 30 and 70 on any given scale.

The corresponding standard scores (T scores) are printed in the extreme right and left columns of the profile form.

Ratio scores are entered in the blank spaces located at the top center of the Profile Sheet under the headings, "Time Ratio" and "Support Ratio". See Figure 2. The bars to the right of these spaces can be shaded in to show this ratio in graphic form. The ratio scores have the threefold advantage of providing a check on the scoring, correcting for unanswered items and yielding scores which are more closely related to the

BEST COPY AVAILABLE

Figure 1a: Standard score equivalent of raw scores on the POI



41
4

BEST COPY AVAILABLE

conceptual framework underlying the development of the inventory.

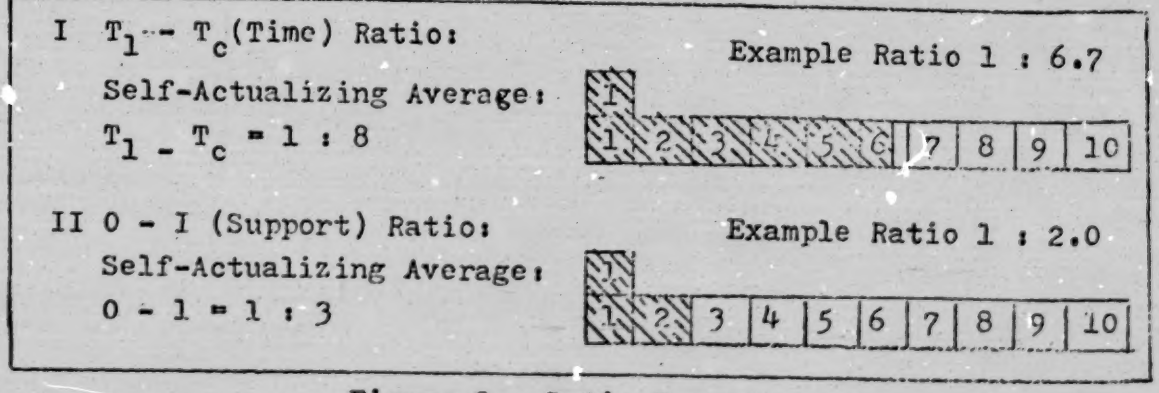

I T_1 - T_c (Time) Ratio:
Self-Actualizing Average:
T_1 - T_c = 1 : 8
Example Ratio 1 : 6.7
1 2 3 4 5 6 7 8 9 10
II 0 - I (Support) Ratio:
Self-Actualizing Average:
0 - 1 = 1 : 3
Example Ratio 1 : 2.0
1 2 3 4 5 6 7 8 9 10

Figure 2. Ratio Scores

The Time Ratio score is obtained by using the numbers from lines (1) and (2) on the answer sheet as a ratio. This ratio should be reduced by dividing the numerator (1) and the denominator (2) each by the numerator value. The resulting ratio will be one over a number which is usually larger than one. For example, the raw score (T_1) 3 and (T_c) 20 reduces to a ratio of 1 : 6.7 for the Time Ratio by dividing 3 by 3 and 20 by 3. The denominator value (6.7 in the example) is recorded on the Profile by shading up to 6.7 in the bar representing the denominator.

The Support Ratio is determined in the same way as the Time Ratio, using the numbers from lines (3) and (4). For example, the raw scores (0) 42 and (I) 84 would be reduced to a ratio of 1 : 2.0 for the Support Ratio by dividing 42 by 42 and 84 by 42. This number (2.0 in the example) would be indicated on the Profile by shading in the denominator bar up to 2.0.

BEST COPY AVAILABLE

The self-actualized person is primarily Time Competent and thus appears to live more fully in the here-and-now. He is able to tie the past and the future to the present in meaningful continuity. He appears to be less burdened by guilts, regrets, and resentments from the past than is the non-self-actualized person, and his aspirations are tied meaningully to present working goals. He has faith in the future without rigid or over-idealistic goals. Figure 3 compares the self-actualized, normal, and non-self-actualized groups on the Time dimension. The self-actualized individuals' past and future orientations are depicted as reflecting positive mental health to the extent that his past is used for reflective thought and the future is tied to present goals. His use of time in a competent way is expressed in a Time Ratio score of approximately 1 : 8, as compared to the non-self-actualized Time Ratio of about 1 : 3.

The ratio score is utilized to show that there is still some imperfection in the use of time on the part of a self-actualized person. He is, to a degree, Time Incompetent. It may also be helpful to view this ratio as an expression of use, contrasted with the misuse, of time. Thus, a self-actualized person might be thought of as being "incompetent" in his use of a comparatively small portion of his time. With a ratio of 1 : 8 he may be said to be time incompetent one hour for every eight hours that he is time competent, or 1/9 of his time. The normal is thought of as being time incompetent 1/6 of the time, with a ratio of approximately 1 : 5.

The non-self-actualized is comparatively the most time incompetent. With a ratio of 1 : 3 he is time incompetent about 1/4 of the time. This marked time incompetence suggests that the non-self-actualized person does not discriminate well between past or future.

BEST COPY AVAILABLE

He is excessively concerned with the past or the future relative to the present. He may be disoriented in the present, as shown in Figure 3, by splitting off his past or future. A person who is Past-oriented may be characterized by guilt, regret, remorse, blaming and resentments. He is a person who is still nibbling on the undigested memories and hurts of the past.

A person who is Future-oriented is an individual who lives with idealized goals, plans, expectations, predictions and fears. He is the obsessive worrier who nibbles at the future.

A person who is a Present-oriented person is the individual whose past does not contribute to the present in a meaningful way and who has no future goals tied to present activity. He is a person who engages in meaningless activity and unreflective concentration. He is the busy-body who is always actively avoiding facing himself.

To understand the Support Ratio we need first to understand the concepts of inner-direction and other-direction and how these are related to self-actualization. The summaries that follow are provided as an aid. Additional interpretative material on inner-and other-direction may be obtained from Riesman et al. (1950) and for self-actualization from Maslow (1954, 1962).

The Inner-Directed Person. The inner-directed person appears to have incorporated a psychic "gyroscope" which is started by parental influences and later on is further influenced by other authority figures. The inner-directed man goes through life apparently independent, but still obeying this internal piloting. The source of inner-direction seems to be implanted early in life and the direction is guided by a small number of principles. The source of direction for the individual is inner in the sense that he is guided by internal motivations rather than external in-

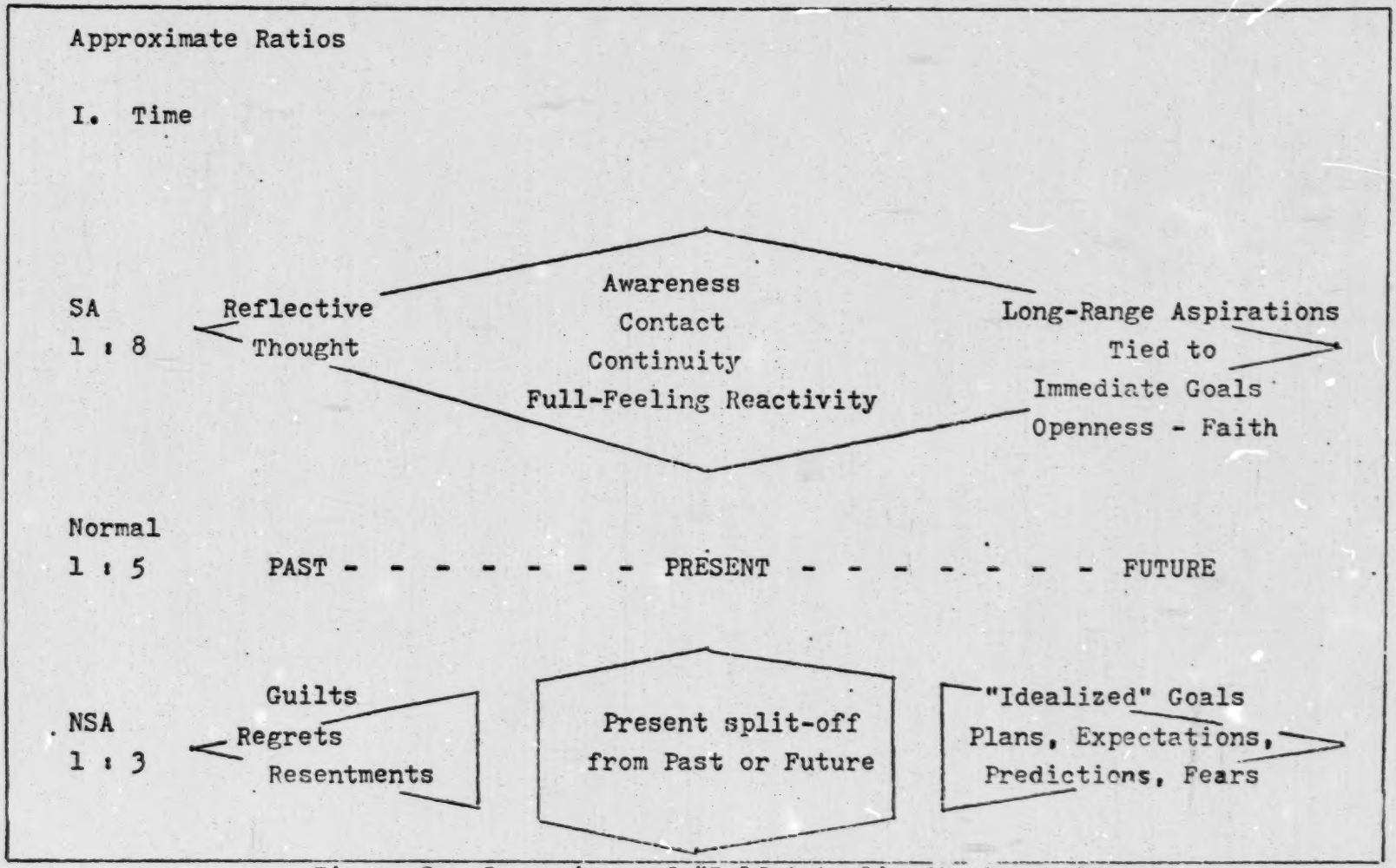


Figure 3. Comparison of "Self-Actualized", "Normal", and "Non-Self-Actualized" Groups on the POI Time Ratio.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

fluences. This source of direction becomes generalized as an inner core of principles and character traits.

The Other-Directed Person. The other-directed person appears to have been motivated to develop a radar system to receive signals from a far wider circle than just past his parents. The boundary between the familiar authority and other external authorities breaks down. The primary control feeling tends to be fear or anxiety of the fluctuating voices of school authorities or the peer group. There is a danger that the other-directed person may become over-sensitive to "others" opinions in matters of external conformity. Approval by others becomes for him the highest goal. Thus, all power is invested in the actual or imaginary, approving group. Manipulation in the form of pleasing others and insuring constant acceptance, becomes his primary method of relating. Thus, it can be seen that the original feeling of fear can be transformed into an obsessive, insatiable need for affection or reassurance of being loved.

The support orientation of the self-actualizing persons tend to lie between that of the extreme other and the extreme inner-directed person. He tends to be less dependency-or deficiency-oriented than either the extreme inner- or the extreme other-directed person. He can be characterized as having more of an autonomous self-supportive, or being-orientation. Whereas he is other-directed in that he must to a degree be sensitive to people's approval, affection, and good will, the source of his actions is essentially inner-directed. He is free; but his freedom is not gained by being a rebel or pushing against others and fighting them. He transcends complete inner-directedness by critical assimilation and creative expansion of his earlier principles of living. He discovers a mode of living which gives him confidence. For the validating group the

BEST COPY AVAILABLE

ratio between this other-directedness and his inner-directedness is approximately 1:3. This ratio contrasts to the non-self-actualized group ratio of approximately 1:1. Comparisons of the self-actualized, the normal, and non-self-actualized groups on the Support Ratio are illustrated in Figure 4.

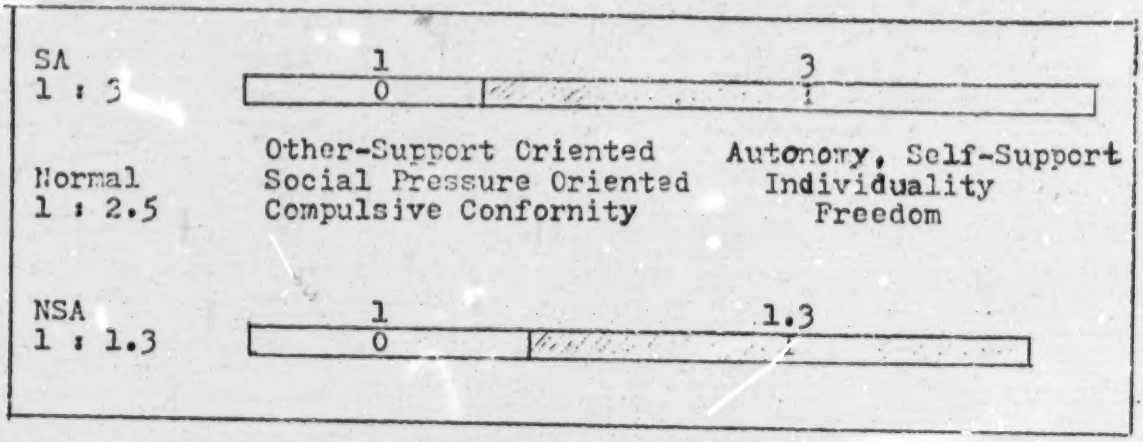


Figure 4. Comparison of "Self-Actualized," and "Non-Self-Actualized" Groups on the POI Support Ratio.

Partial results of an item analysis are presented in Figure 5. Items which contribute most to the Inner-directed support scale are seen to be those which measure reaction to social pressures, expectations and goals. Self-actualized people appear to have liberated themselves from rigid adherence to the social pressures and social expectations to which normal or non-self-actualized people conform.

Like the Time Ratio, the Support Ratio illustrates that the self-actualized person is only to a degree self-supportive. He is typically self-supportive but some of the time he is more other oriented. Support ratios considerably above 1 : 3 suggest excessive autonomy and self-supportiveness.

BEST COPY AVAILABLE

The ratio for the non-self-actualized person is about 1 : 1. He appears to be in a double bind of not knowing whether to conform or to act autonomously. He, therefore, probably does neither very well.

21.	I do what others expect of me.
*21.	I feel free to not do what others expect of me.
41.	I must justify my actions in the pursuit of my own interests.
*41.	I need not justify my actions in the pursuit of my own interests.
44.	I live by the rules and standards of society.
*44.	I do not always need to live by the rules and standards of society.
46.	Reasons are needed to justify my feelings.
*46.	Reasons are not needed to justify my feelings.
61.	I only feel free to express warm feelings to my friends.
*61.	I feel free to express both warm and hostile feelings to my friends.
71.	I will continue to grow only by setting my sights on a high-level, socially approved goal.
*71.	I will continue to grow best by being myself.
91.	People should always control their anger.
*91.	People should express honestly felt anger.

*Denotes Inner directed response.

Figure 5. POI Items Most Highly Correlated with Inner Directed Support.

RESULTS

BEST COPY AVAILABLE

Associate of Science - Associate of Arts Intra Analysis

1. Interpretation of the POI tests given Polk Community College Students are as follows:

a. Time Ratio. Reference Table 2, p 34, Figure 8, p 37, and Figure 11, p 40. The ratio of the AS Student was 1 to 2.2 and the ratio of the AA Student was 1 to 3.6. This indicates the average AS Student is more time incompetent than the average AA Student who is more self-actualizing. He may be living primarily in the Past, with guilts regrets, and resentments, and/or in the future, with idealized goals, plans, expectations, predictions, and fears. This is in contrast to the AA Student who lives primarily in the Present with full awareness, contact, and full feeling reactivity.

b. O - I (Support) Ratio. The ratio of the AS Student was 1 to 1.6 while the ratio of the AA Student was 1 to 2.0. In order to understand this score, you should first understand that the self-actualizing person is both "other-directed" in that he is dependent upon and supported by other persons' views and he is also "inner-directed" in that he is independent and self-supportive. The degree to which he is, on the average, is 1 to 3, which means that he depends primarily on his own feelings and secondarily on the feelings of others in his life decisions. Since the AS Student is lower than 1 to 3 it would suggest they are in the dilemma of finding it difficult to trust their own or others' feelings in making important decisions, more so than the AA Student.

BEST COPY AVAILABLE

c. Complementary Scales. Interpretation is facilitated if we consider the subscales in pairs (as is shown on the Profile Sheet) complementing SAV (Scale 5) with Ex (Scale 6), Fr (Scale 7) with S (Scale 8) and so on as elucidated below. These paired scales seem to be synergic and represent the balancing that is critical to self-actualization. Descriptions of these sub-scales, numbered to correspond with their appropriate scoring key, are as follows:

(5) SAV--Self-Actualizing Values

SAV (Scale 5) was derived from Maslow's concept of self-actualizing people. A high score means that the individual holds and lives by values of self-actualizing people, and a low score means he rejects values of self-actualizing people. Items in this scale cut across many characteristics but a representative SAV item stem is 38. "I live in terms of my wants, likes, dislikes and values."

(6) Ex--Existentiality

Complementing SAV (Scale 5), the Existentiality scale measures one's flexibility in applying such values or principles to one's life. It is a measure of one's ability to use good judgment in appling these general principles. Higher scores reflect flexibility in application of values. People who get low scores tend to hold values so rigidly that they may become compulsive or dogmatic.

BEST COPY AVAILABLE

VALUING: Paired interpretation of Scales 5 and 6: Scale 5 (SAV) measures the degree in which one's values are like self-actualizing people. Scale (EX) measures the degree of flexibility in the application of values to living and therefore, these two scales reflect (see Figures 8 and 11) that the Associate of Arts and Science Students both may have a tendacy to reject the values of self-actualizing people and may tend tohold their values rigidly and they could become compulsive and/or dogmatic.

(7) Fr--Feeling Reactivity

A high score measures sensitivity to one's own needs and feelings. A low score show insensitivity to one's own needs and feelings.

(8) S--Spontaneity

A high score measures the ability to express feelings in spontaneous action. A low score indicates that one is fearful of expressing feelings behaviorally.

FEELING: Paired Interpretation of Scales 7 and 8: Scale (7) measures sensitivity to needs and feelings within one's self, and Scale 8 (S) measures the ability to express feelings behaviorally, thus these scales reflect that the AA and the AS Students (See Figure 8 and 11) may or may not be sensitive to their own needs and feelings, also they have trouble expressing their feelings behaviorally.

BEST COPY AVAILABLE

(9) Sr--Self-Regard

A high score measures the ability to like one's self because of one's strength as a person. A low score indicates low self worth.

(10) Sa--Self-Acceptance

A high score measures acceptance of one's self in spite of one's weaknesses or deficiencies. A low score indicates inability to accept one's weaknesses. It is more difficult to achieve self-acceptance than self-regard. Self-actualization requires both.

SELF-PERCEPTION: Paired Interpretation of Scales 9 and 10:
Scale 9 (Sr) measures the ability to like one's self because of one's strengths and Scale 10 (Sa) measures the ability to like one's self in spite of one's weaknesses. Therefore these two scales may be considered to reflect, (Figure 8 & 11) that the Associate of Science Students may have trouble establishing his self-worth and also has a tendacy not to accept himself with his weakneses.

(11) Nc--Nature of Man, Constructive

A high score means that one sees man as essentially good. He can resolve the goodness-evil, masculine-feminine, selfishness-unselfishness and spirituality-sensuality dichotomies in the nature of man. A high

BEST COPY AVAILABLE

score, therefore, measures the self-actualizing ability to be synergic in understanding of human nature. A low score means that one sees man as essentially evil or bad and is not synergistic.

(12) Sy--Synergy

A high score is a measure of the ability to see opposites of life as meaningfully related. A low score means that one sees opposites of life as antagonistic. When one is synergistic, one sees that work and play are not different, that lust and love, selfishness and selflessness, and other dichotomies are not really opposites at all.

AWARENESS: Paired Interpretation of Scales 11 and 12:

Scale 11 (Nc) measures the good-bad dichotomy in man and Scale 12 (Sy) measures the ability to relate all objects of life meaningfully. They may thereby be considered to be complementary scales reflecting the general area of awareness. In this case, (Figure 8 & 11) the Associate of Science Student has a tendacy to see man as essentially evil or bad and is not synergistic. He also has a tendacy to see the opposites of life as antagonistic. This is also true for the AA Student but to a lesser degree.

(13) A--Acceptance of Aggression

A high score measures the ability to accept anger or aggression within one's self as natural. A low score means that one denies having such feelings.

BEST COPY AVAILABLE

(14) C--Capacity for Intimate Contact

A high score measures the person's ability to develop meaningful, contactful, relationships with other human beings. A low score means one has difficulty with warm inter-personal relationships. Making contact may be defined as the ability to develop and maintain an "I-Thou" relationship in the here-and-now and the ability to meaningfully touch another human being. We know that intimate contact seems to be encumbered by expectations and obligations. Thus, it can be said that the climate to establish good contact is best when the individual does not over-respond to, nor does he utilize, inter-personal demand expectations and obligations. Other measured dimensions which facilitate contact are the ability to express vs. impress, being vs. pleasing, and the ability to relate intensely to another person either aggressively or tenderly.

INTERPERSONAL SENSITIVITY: Paired Interpretation of Scales 13 and 14:

Scale 13 (A) measures the acceptance of one's own aggressiveness which is necessary for human contact. Scale 14 (C) measures the ability for intimate contact. It is possible to be either assertive and aggressive or warm and loving in human contacts. Both are expressions of good interpersonal contacts and both may be considered to reflect the general area of interpersonal sensitivity. See Figure 8 and 11. Again Polk Community College Students have trouble accepting his feelings of anger or aggres-

BEST COPY AVAILABLE

ion, and has some difficulty with warm interpersonal relations.

STATISTICAL DATA

Percentile scores for Polk Community College Associate of Arts and Associate of Science Students are based on a sample of 84 students taken from the respective classes of Professors Pearsall and Thompson. Results of the data collected are presented in Table 1.

The t test of significance was computed for the differences in male-female scores for the AA and AS students on the 14 scales. Below is an example of such a computation:

Time Competent $\alpha = .05$ $t > 1.645$ or < -1.645

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} = \frac{16.3 - 15.0}{\sqrt{\frac{3.2^2}{16} + \frac{2.6^2}{26}}} = \frac{1.3}{\sqrt{\frac{10.24}{16} + \frac{6.76}{26}}} =$$

$$= \frac{1.3}{\sqrt{.64 + .26}} = \frac{1.3}{\sqrt{.9}} = \frac{1.3}{.948} = 1.37$$

The computed value of t in the example above was not statistically significant at an exceptable level. Like wise, the value of t was computed for all the differences in Table 1., and again no significant differences were found to exist.

Table 1.

Means, Standard Deviations and Significances Between Male and Female Samples of Associate of Arts and Associate of Science Students of Polk Community College[1]

POI Scale	Associate of Science					Associate of Arts				
	Male		Female		Mean Diff.	Male		Female		Mean Diff.
	Mean	S.D.	Mean	S.D.		Mean	S.D.	Mean	S.D.	
Time Competent	16.3	3.2	15.0	2.6	+1.3	16.2	1.0	17.0	2.7	- .8
Inner Directed	80.0	11.9	81.0	8.9	-1.0	83.4	8.8	80.7	11.0	+2.7
Self-Actualizing Value	19.7	2.6	19.4	2.2	+ .3	20.1	2.8	19.5	2.6	+ .6
Existentiality	19.0	3.8	18.6	3.6	+ .4	18.4	4.4	19.7	4.1	-1.3
Feeling Reactivity	14.0	2.6	15.1	2.7	-1.1	14.5	2.0	15.2	3.6	- .7
Spontaneity	11.7	2.6	11.5	2.0	+ .2	12.4	2.0	11.8	2.3	+ .6
Self-Regard	12.7	2.3	11.6	1.9	+1.1	13.5	1.4	11.5	2.4	+2.0
Self-Acceptance	14.6	3.6	13.8	3.4	+ .8	16.1	3.8	14.9	3.8	+1.2
Nature of Man, Constructive	10.4	2.4	11.3	2.2	- .9	12.1	1.7	11.8	1.9	+ .3
Synergy	6.2	1.5	6.6	1.2	- .4	6.9	1.2	7.1	1.2	- .2
Acceptance of Aggression	15.4	3.2	15.9	2.3	- .5	16.9	1.8	15.8	3.6	+1.1
Capacity for Intimate Contact	17.0	3.7	16.9	3.8	+ .1	17.4	3.2	17.2	3.6	+ .2
Sample Size	16		26			14		28		

[1] Associate of Science sample based on data collected by Howard E. Pearsall
Associate of Arts sample based on data collected by Paul V. Thompson

BEST COPY AVAILABLE

BEST COPY AVAILABLE

TEST OF DIFFERENCE BETWEEN AA AND AS STUDENTS

Is there a significant difference in the mean test scores of the Associate of Art (AA) and/or the Associate of Science (AS) Students?

In view of the above, POI Profile sheets, Figures 8 and 11 along with Table 2 were reviewed and the folowing items appeared to have a significant difference, therefore; A Null Hypothesis (Ho) was established; There is no significant difference in the mean test scores ($\bar{X}_1 = \bar{X}_2$)

Alternate Hypothesis(Ha): $\bar{X}_1 \neq \bar{X}_2$, $\propto = .05$
Criterion for Decision: Reject H_o if t 1.645 or -1.645

Establish degrees of freedom:

$n_1 + n_2 = 42 + 42 - 2 = 82$

Apply the Formula: Time Competent:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} = \frac{17.8 - 15.6}{\sqrt{\frac{2.9^2}{42} + \frac{2.5^2}{42}}} =$$

$$\frac{2.2}{\sqrt{.2 + .149}} = \frac{2.2}{\sqrt{.35}} = \frac{2.2}{.59} = 3.73$$

Self Acceptance

$$t = \frac{15.3 - 14.0}{\sqrt{\frac{3.5^2}{42} + \frac{3.9^2}{42}}} = \frac{1.3}{\sqrt{\frac{12.25}{42} + \frac{15.21}{42}}} =$$

$$\frac{1.3}{\sqrt{2.9 + .36}} = \frac{1.3}{\sqrt{.65}} = \frac{1.3}{.81} = 1.60$$

BEST COPY AVAILABLE

Nature of Man

$$t = \frac{11.9 - 11.0}{\sqrt{\frac{1.9^2}{42} + \frac{2.4^2}{42}}} = \frac{.9}{\sqrt{\frac{3.61}{42} + \frac{5.76}{42}}} =$$

$$\frac{.9}{\sqrt{.086 + .137}} = \frac{.9}{\sqrt{.223}} = \frac{.9}{.47} = 1.91$$

Synergy

$$t = \frac{7.1 - 6.5}{\sqrt{\frac{1.3^2}{42} + \frac{1.3^2}{42}}} = \frac{.6}{\sqrt{\frac{1.69}{42} + \frac{1.69}{42}}} =$$

$$\frac{.6}{\sqrt{.040 + .040}} = \frac{.6}{\sqrt{.08}} = \frac{.6}{.28} = 2.14$$

Since the computed value of t was greater than the critical of t, we cannot accept the null hypothesis; there is a difference between the mean test score for Time Competent, Nature of Man and Synergy. However, we must accept the null hypothesis in the area of Self Acceptance and the other areas tested because there was no significant difference between them.

Table 2

Means, Standard Deviation and Significances Between Associate of Arts and Associate of Science Aspirants at Polk Community College

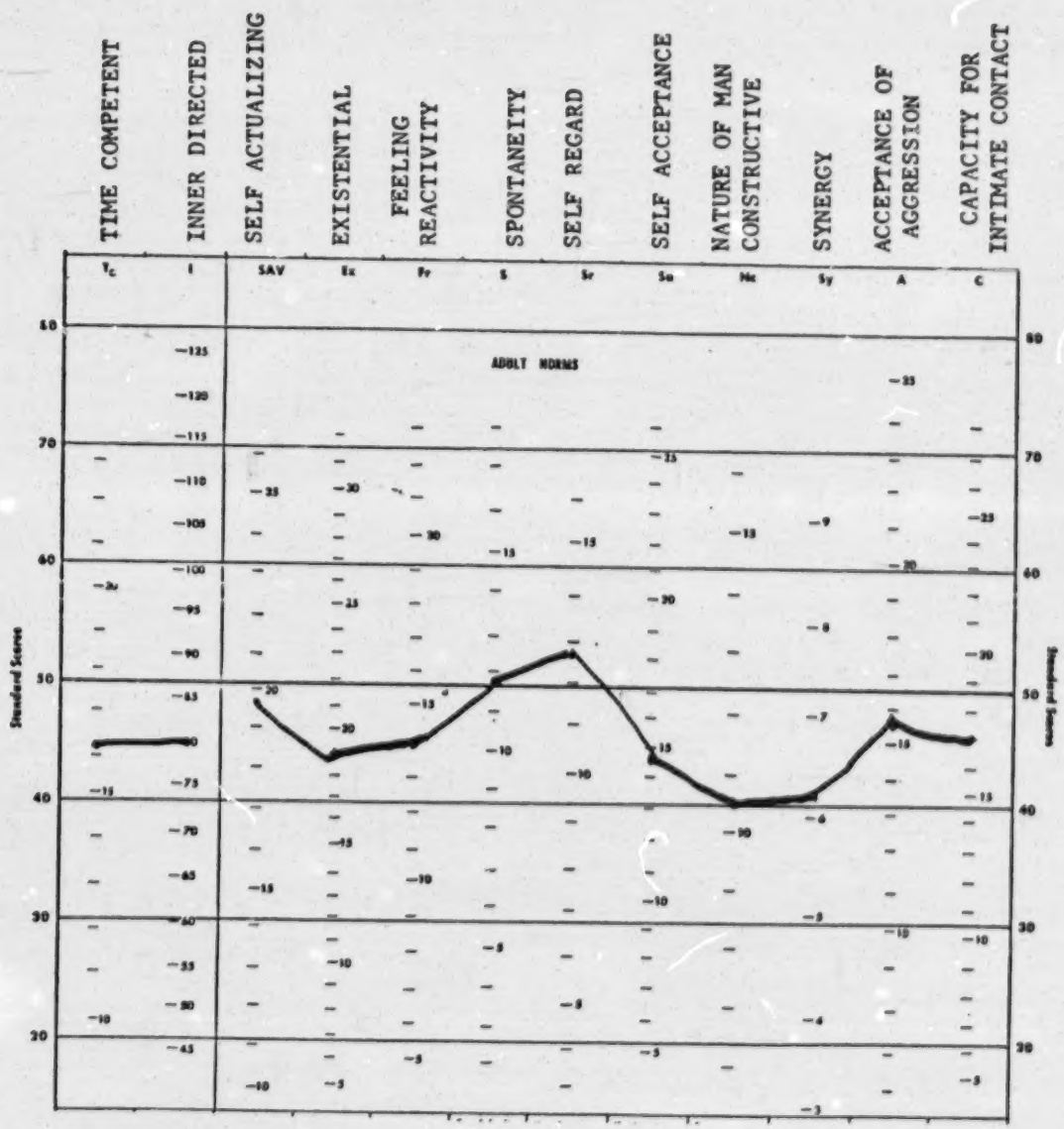
POI Scale	Associate of Science Mean	S.D.	Associate of Arts Mean	S.D.	Mean Diff.	
Time Competent	15.6	2.9	17.8	2.5	2.2	***
Inner Directed	80.6	10.2	81.6	10.4	1.0	
Self-Actualizing Value	19.5	2.4	19.7	2.7	.2	
Existentiality	18.7	3.7	19.3	4.3	.6	
Feeling Reactivity	14.7	2.7	15.0	3.4	.3	
Spontaneity	11.6	2.3	11.9	2.5	.3	
Self-Regard	12.0	2.2	12.2	2.3	.2	
Self-Acceptance	14.0	3.5	15.3	-3.9	-1.3	
Nature of Man, Constructive	11.0	2.4	11.9	1.9	.9	*
Synergy	6.5	1.3	7.1	1.3	.6	*
Acceptance of Aggression	15.7	2.7	15.7	3.2	0	
Capacity for Intimate Contact	17.0	3.8	17.1	3.4	.1	
Sample Size	42		42			

*** Significant at .005
** Significant at . 01
* Significant at .05

BEST COPY AVAILABLE

Figure 6: POI PROFILE OF ASSOCIATES OF SCIENCE STUDENTS (males)
N= 16

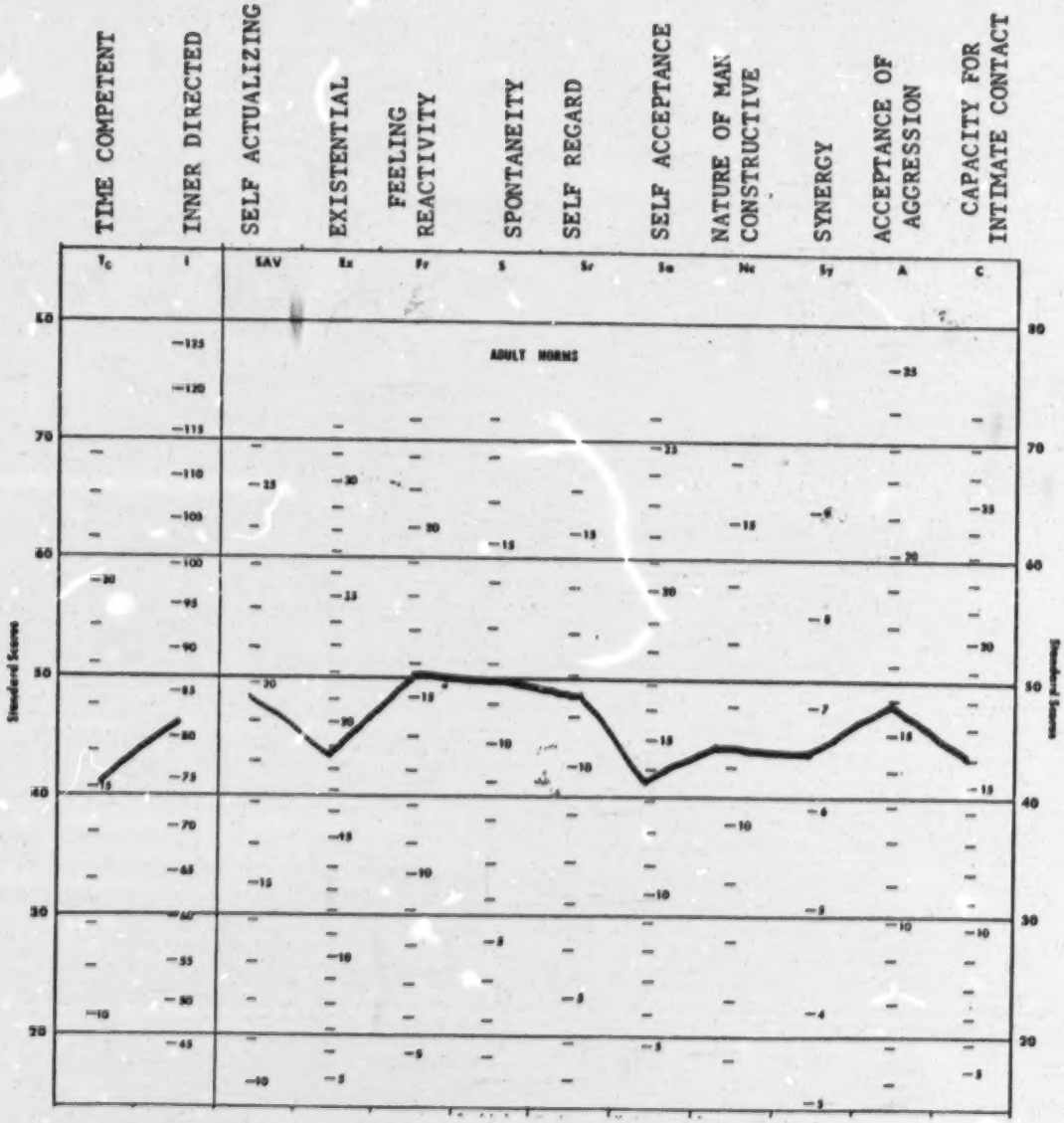
BEST COPY AVAILABLE



	Tc	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C
MEANS	16.3	80.0	19.7	19.	14.	11.7	12.7	14.6	10.4	6.2	15.4	17.0
S.D.	3.2	11.9	2.6	3.8	2.6	2.6	2.3	3.6	2.4	1.5	3.2	3.7

Figure 7: POI PROFILE OF ASSOCIATES OF SCIENCE STUDENTS (female)
N- 26

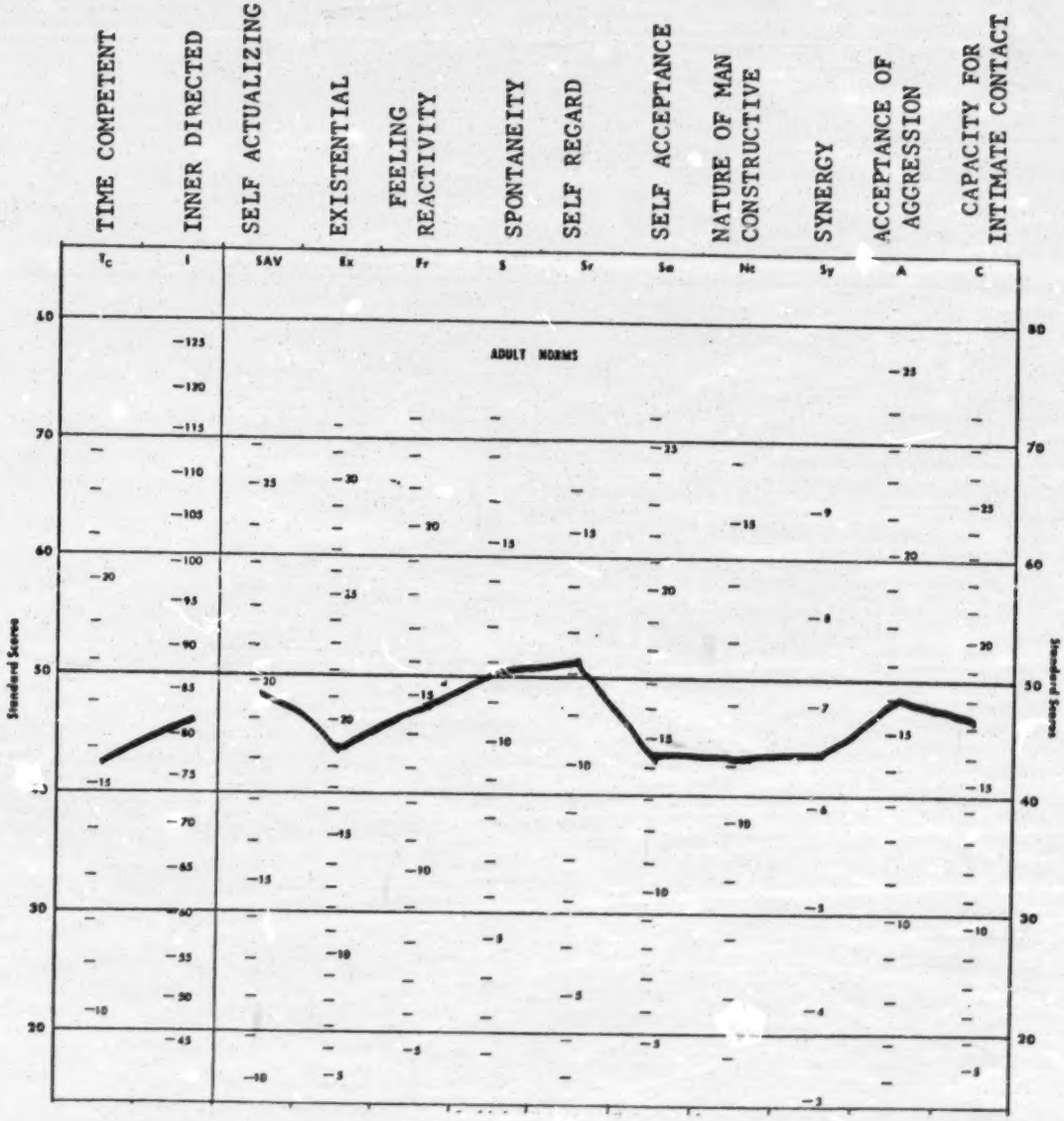
BEST COPY AVAILABLE



MEANS	15.0	81.0	19.4	18.6	15.1	11.5	11.6	13.8	11.3	6.6	15.9	16.9
S.D.	2.6	8.9	2.2	3.6	2.7	2.0	1.9	3.4	2.2	1.2	2.3	3.8

BEST COPY AVAILABLE

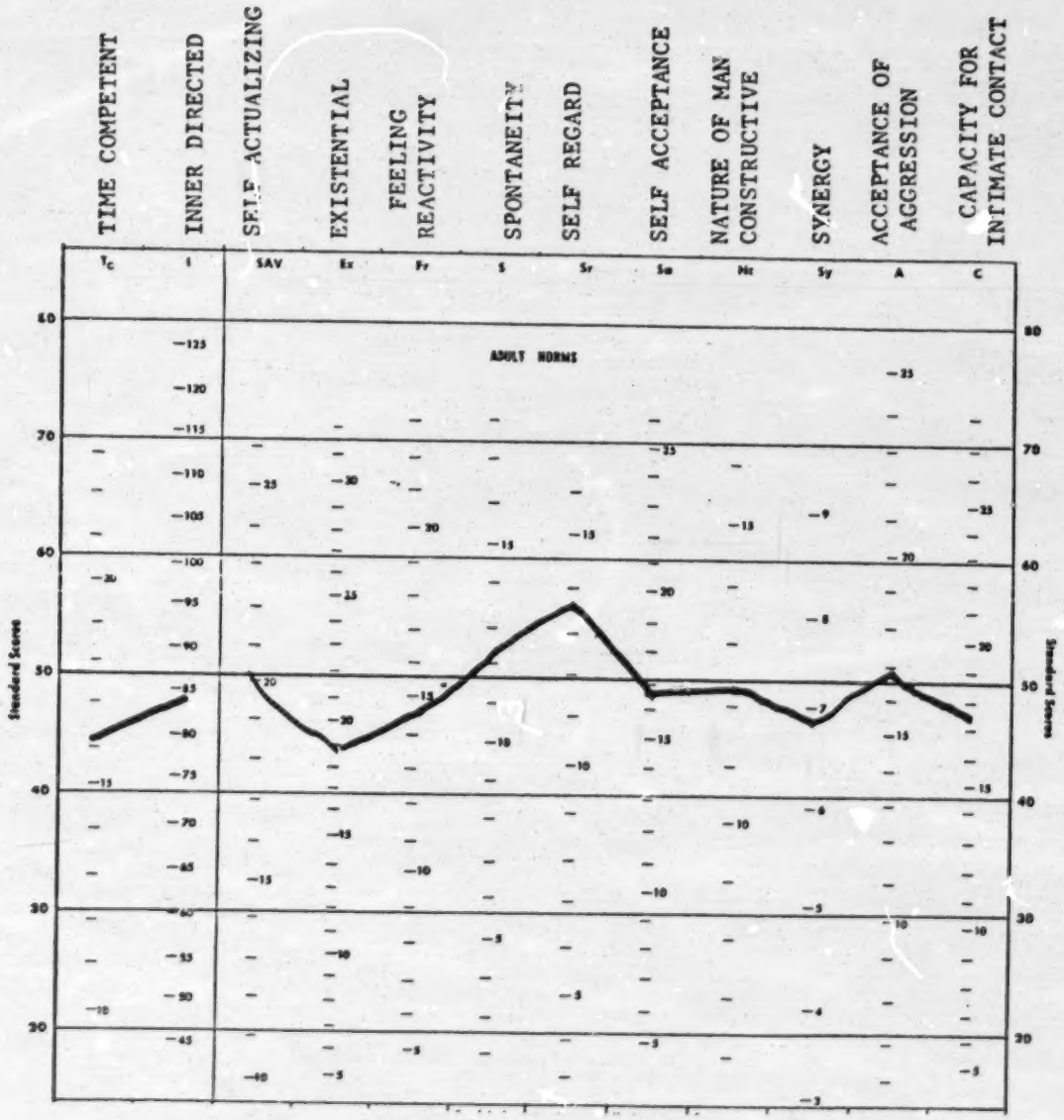
Figure 8: POI PROFILE OF ASSOCIATES OF SCIENCE STUDENTS (total)
N= 42



MEANS	15.6	80.6	19.5	18.7	14.7	11.6	12.	14.	11.	6.5	15.7	17.0
S.D.	2.9	10.2	2.4	3.7	2.7	2.3	2.2	3.5	2.4	1.3	2.7	3.8

BEST COPY AVAILABLE

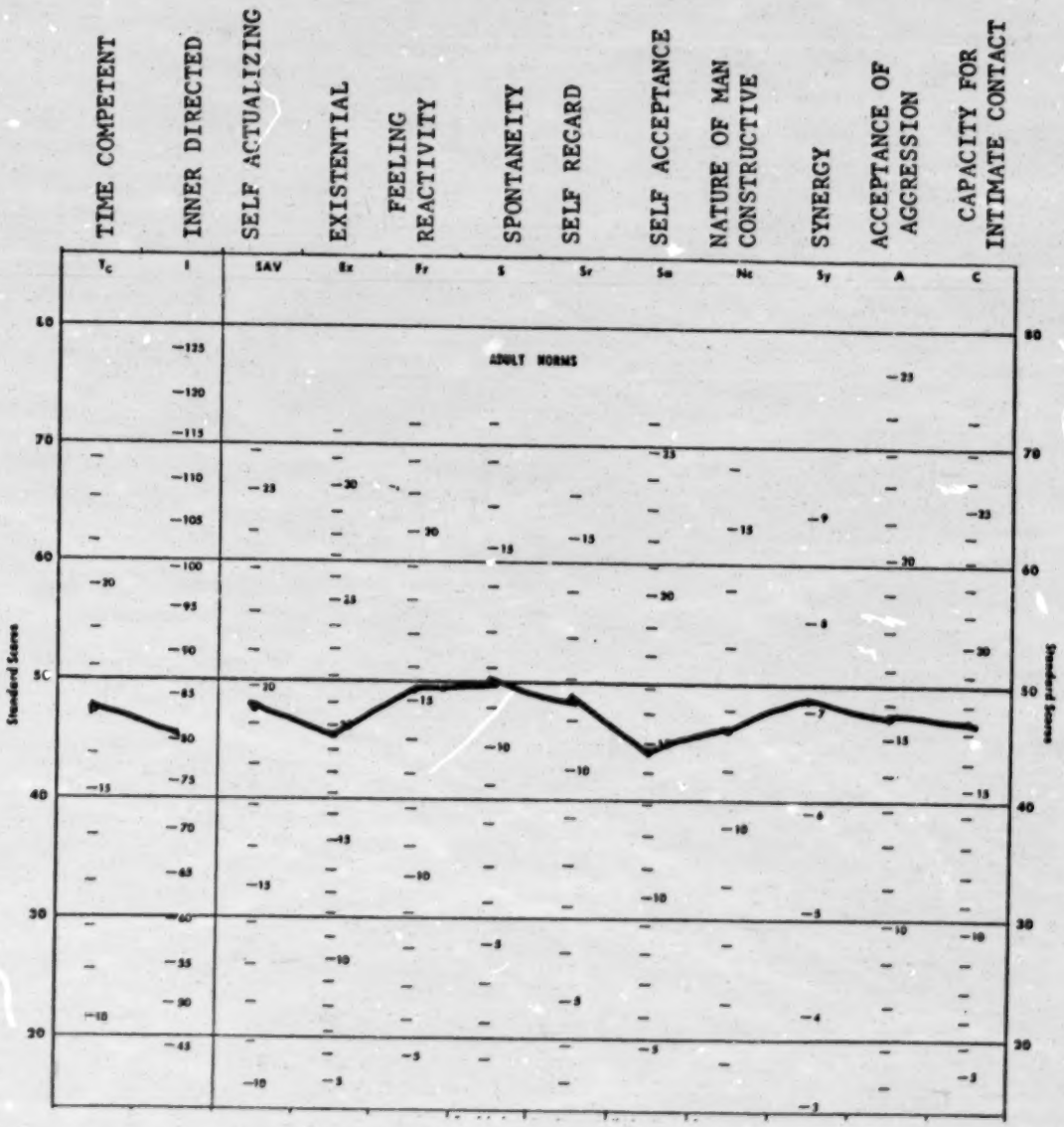
Figure 9: POI PROFILE OF ASSOCIATES OF ARTS STUDENTS (males)
N = 14



MEANS	16.2	83.4	20.1	18.4	14.5	12.4	13.5	16.1	12.1	6.9	16.9	17.4
S.D.	1.9	8.8	2.8	4.4	2.0	2.0	1.4	3.8	1.7	1.2	1.8	3.2

Figure 10: POI PROFILE OF ASSOCIATES OF ARTS STUDENTS (female)
N- 28

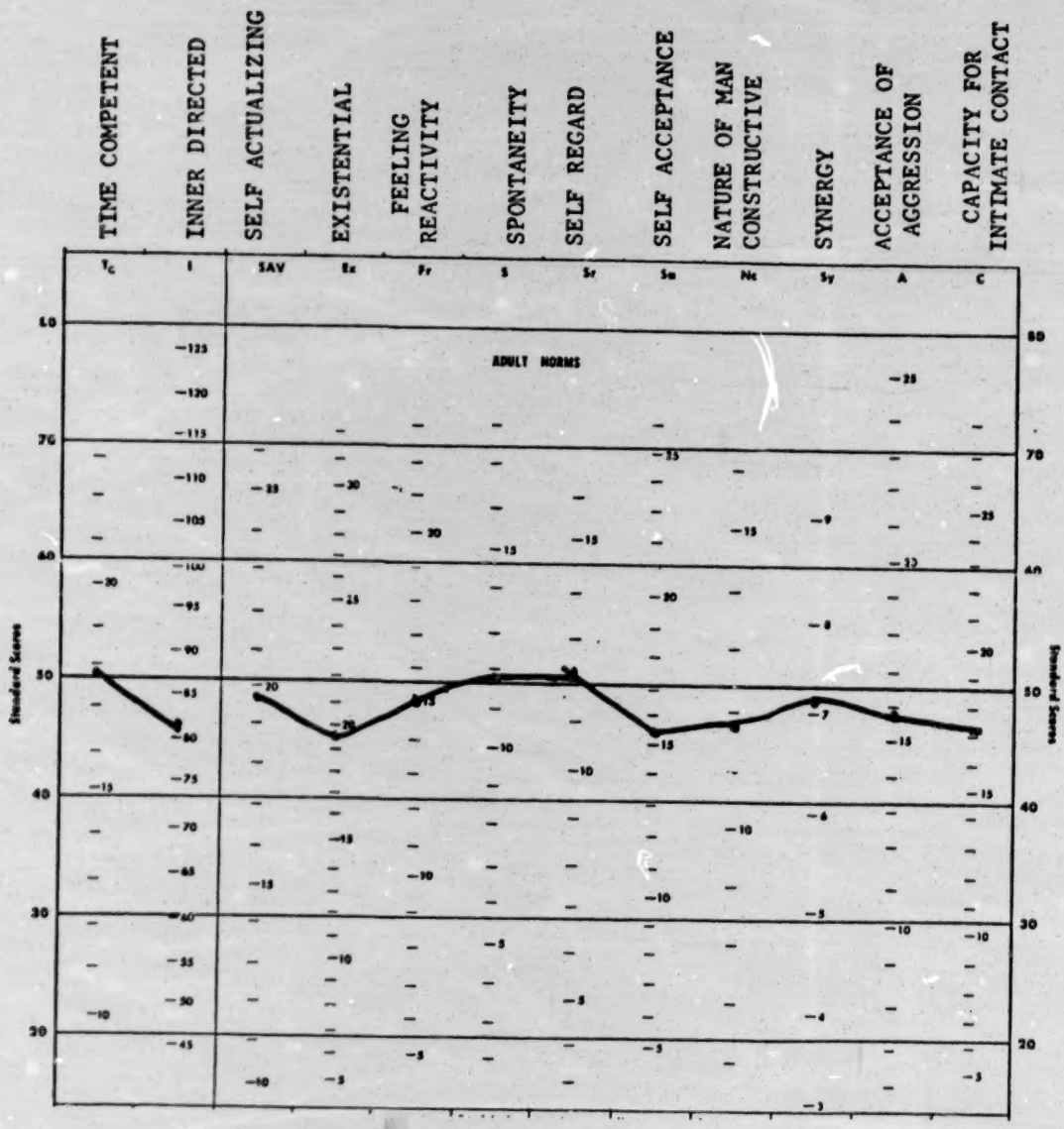
BEST COPY AVAILABLE



	Tc	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C
MEANS	17.0	80.7	19.5	19.7	15.2	11.8	11.5	14.9	11.8	7.1	15.6	17.2
S.D.	2.7	11.0	2.6	4.1	3.6	2.3	2.4	3.8	1.9	1.2	3.6	3.6

Figure 14: POI PROFILE OF ASSOCIATES OF ARTS STUDENTS (total)
N 42

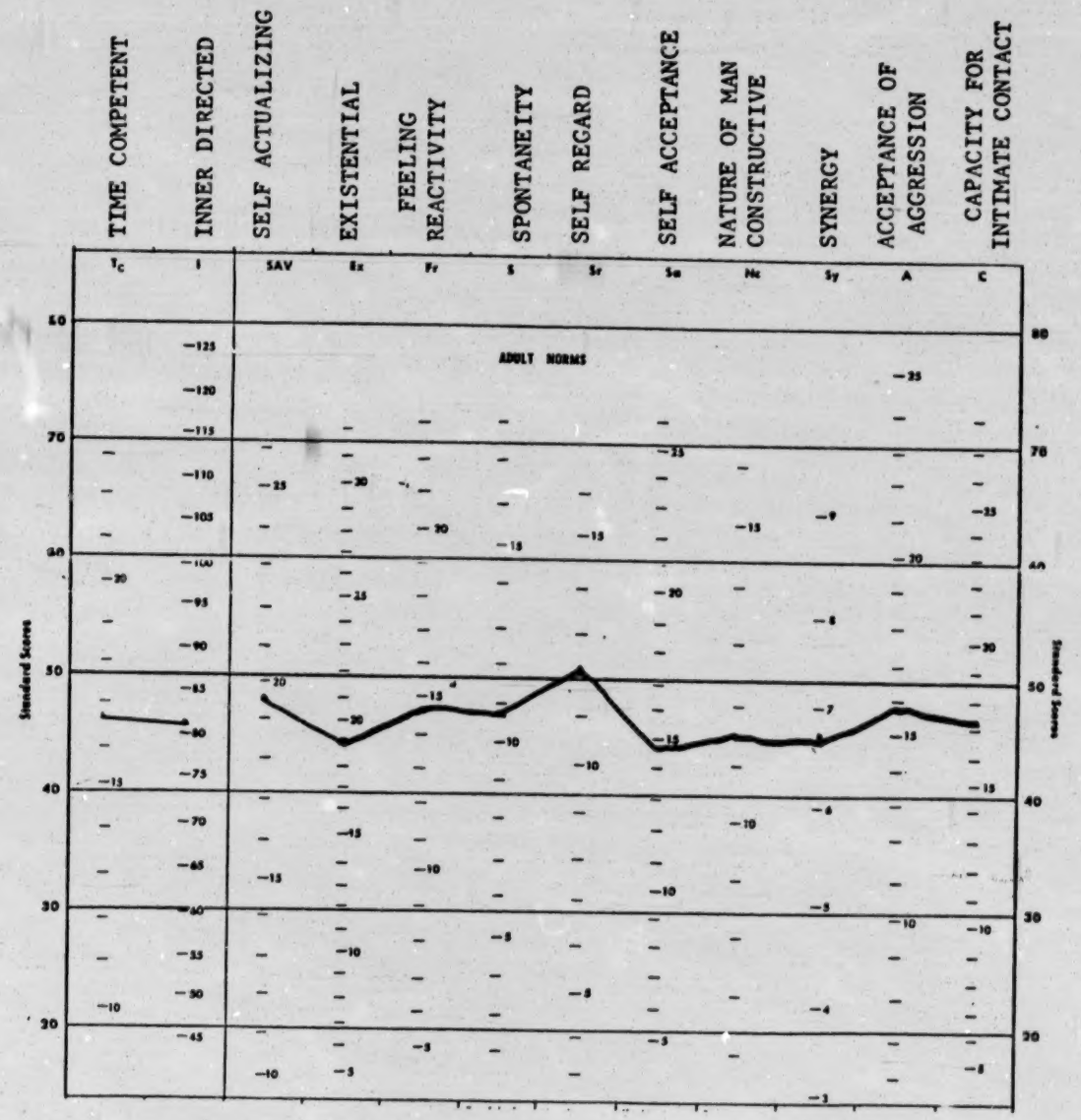
BEST COPY AVAILABLE



	Tc	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C
MEANS	17.8	81.6	19.7	19.3	15.0	11.9	12.2	15.3	11.9	7.1	15.7	17.1
S.D.	2.5	10.4	2.7	4.3	3.4	2.5	2.3	3.9	1.9	1.3	3.2	3.4

BEST COPY AVAILABLE

Figure 12: POI PROFILE OF ASSOCIATES OF ARTS AND SCIENCES STUDENTS POLK COMMUNITY COLLEGE NORMS N- 84



	Tc	I	SAV	Ex	Fr	S	Sr	Sa	Nc	Sy	A	C
MEANS	16.7	81.1	19.6	19.0	14.8	11.8	12.1	14.7	11.5	6.8	15.7	17.1
S.D.	2.7	10.3	2.6	4.0	3.1	2.4	2.3	3.7	2.2	1.3	2.9	3.6

RESULTS

BEST COPY AVAILABLE

Associate of Science-Associate of Arts Inter Analysis

Table 2 contains the results of Polk Community College Associate of Science and Associate of Arts students on the POI. It can be seen that AA. students scored higher on 10 of the 12 POI scales. However, only three of these differences proved statistically significant. The mean score for A.A. students was 2.2 raw point higher on the Time Competent scale (Tc). This was significant beyond the .005 level that chance alone could account for the difference. A.A. students are therefore more likely to be living in the present with less concerns and regrets for the past than A.S. students. A.A. students have more realistic future work goals that are not marked with altruistic idealism. It should be pointed out that not only did A.A. students score higher, they also slightly exceeded the "adult average" for this scale.

A.A. students were also significantly higher tha A.S. students on the Nature of Man, Constructive (Nc) and Synergy (Sy) scales at the .05 level. These two scales are grouped together by the author of the POI to reflect general awareness of life. A.A. students are more likely to see man as essentially "good" and not see opposites in life (work-play, self-others, etc.) as antagonistic.

A.A. students scored higher mean scores on the following scales which were not statistically significant: Inner Directed

BEST COPY AVAILABLE

(I); Self-Actualizing Value (SAV); Existentiality (Ex); Feeling Reactivity (Fr); Spontaneity (S); Self Regard (Sr); and Capacity for Intimate Contact (C).

A.S. students showed a higher mean score for the Self Acceptance (Sa) scale. Although the 1.3 point difference was not statistically significant at the customary level of confidence, A.S. students could possess a greater degree of ability to accept their "self". There was no difference in mean scores on Acceptance of Aggression (A) scale.

It is difficult to determine the degree of self actualization possessed by any of the group previously presented because they are being analyzed according to adult norms. However, it seems safe to assume that subjects who possess higher degree of self-actualization at any given age will continue to self-actualize at a rate equal to, if not greater than, those subjects who scored lower. In other words, the student distribution of scores will increase to reflect the adult distribution once time allows for maturation, independence from family and self autonomy to occur. Polk Community College POI norms are well above the 40th (minus one standard deviation) standard score for adults. On two scales Spontaneity (S) and Self Regard(Sr) PCC students actually exceeded adult mean scores. A.A. students scored a higher mean score on Time Competent than adults.

Table 3 presents the means, standard deviation, and level

Table 3

Means, Standard Deviations and Significances Between
Polk Community College Samples and College Freshmen Samples

POI Scale	PCC Students		College Freshmen		Mean Diff.
	Mean	S.D.	Mean	S.D.	
Time Competent	16.7	2.7	15.1	2.9	1.6 ***
Inner Directed	81.1	10.3	75.6	8.9	5.5 ***
Self-Actualizing Value	19.6	2.6	18.8	2.6	.8
Existentiality	19.0	4.1	16.7	4.4	2.3 ***
Feeling Reactivity	14.9	3.1	13.8	2.9	1.1
Spontaneity	11.8	2.4	9.7	2.2	2.1 ***
Self-Regard	12.1	2.3	11.5	2.2	.6
Self-Acceptance	14.7	3.7	13.7	3.1	1.0
Nature of Man, Constructive	11.5	2.2	11.6	2.0	- .1
Synergy	6.8	1.3	6.3	1.4	.5
Acceptance of Aggression	15.7	3.0	15.1	3.0	.6
Capacity for Intimate Contact	17.1	3.6	15.6	3.4	1.5 **
Sample Size	84		2,046		

*** Significant at .005
** Signifucant at .01

BEST COPY AVAILABLE

BEST COPY AVAILABLE

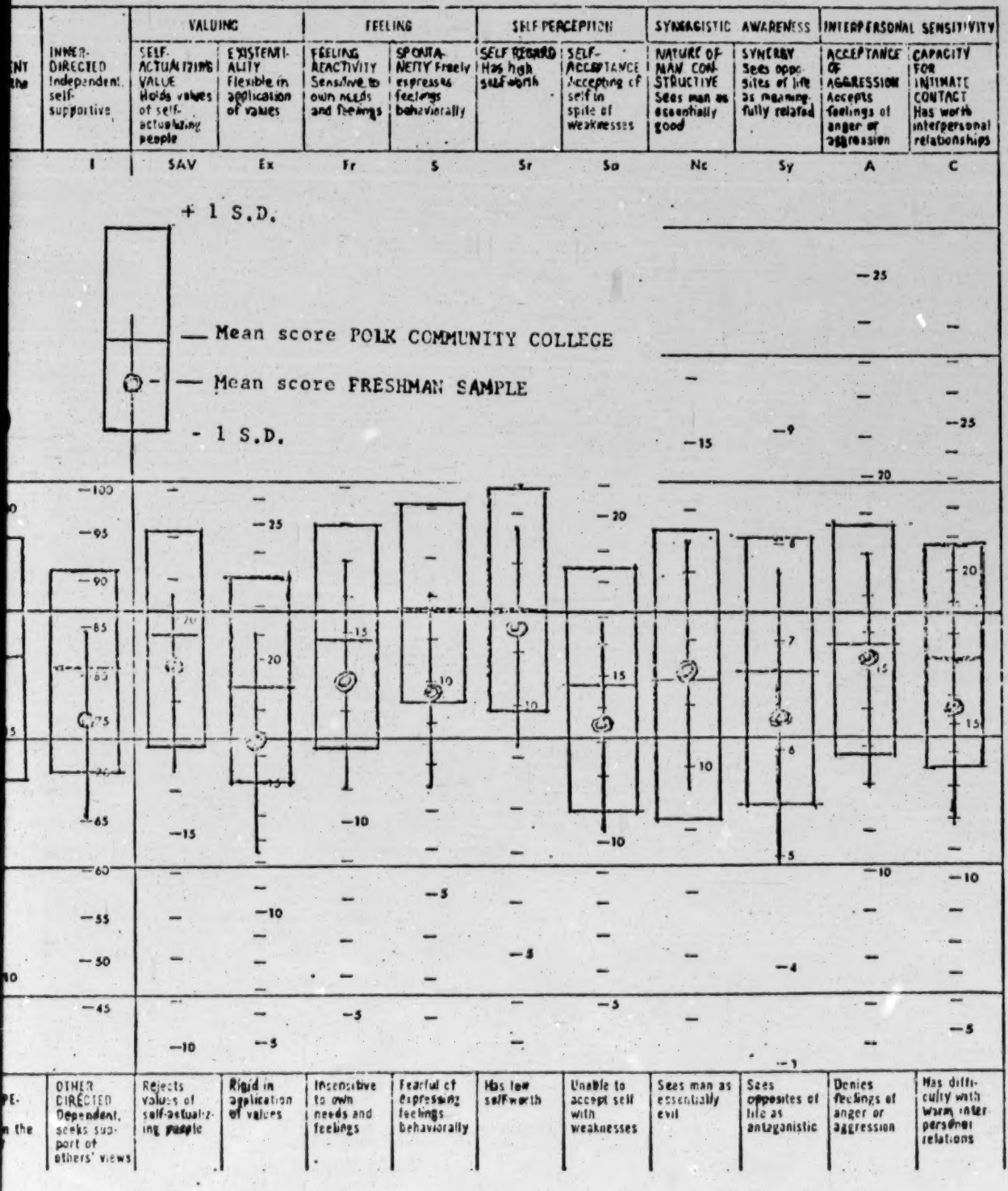


Figure POI mean and ± 1 standard deviation for Polk Community College and Freshman Sample

BEST COPY AVAILABLE

of significance on the POI for the combined PCC subjects (A.A. and A.S.) and 2,046 college freshmen. The college freshmen sample was presented in the POI Manual (Shostrom, p.12). No additional information was presented about this sample in the Manual that is not in Table 3. Figure 9 presents this information graphically. PCC students had higher mean scores on every scale except Nature of Man, Constructive (Nc). The mean difference on this scale was one tenth of one raw score point.

The POI Manual was published in 1966, so a real comparison of PCC students with college freshmen norms is not possible. The eight plus years separating the two studies could serve as an alternative hypothesis. Secondly, a statistical problem is possible when independent groups are of greatly differing sizes. For example, if the smaller group has a larger variance than the larger group, the computed t will reveal a difference where no difference exist. To compensate for this the researcher assumed the number of subjects in the Freshmen sample to equal the 84 in the PCC sample. It should be noted that variances are not really that great. If anything, the computed values for t should now be conservative; that is, not revealing significant differences when they actually exist (Type 2 B error).

Analysis of Table 3 reveals PCC to have significantly higher mean scores than the Freshmen sample for the following scales: Time Competent (Tc); Inner Directed (I); Existen -

BEST COPY AVAILABLE

tiality (ex); Spontaneity (S); and Capacity for Intimate Contact (C). Each of these was statistically significant beyond the .005 level except for the last (C) which was at the .01 level. It appears that PCC students are more self-actualized than Freshmen eight years ago.

BEST COPY AVAILABLE

Conclusions and Recommendations.

1. Time Ratio The Associate Science Students Time Ratio indicates they are prone to be time incompetent about half of their time as compared to the AA Student who is about one-fourth of their time.

2. Support Ratio Both the Associate of Science and Arts Student Support Ratios were below the 1 to 3 norm, which means they both have difficulty in making important decisions.

3. Valuing Again, both the AA and AS Students scores indicate they may tend to hold their values rigidly and they could become compulsive and/or dogmatic.

4. Feeling The AS and AA Students both may or may not be sensitive to their needs and feelings. They also may have trouble expressing their feelings behaviorally.

1. Instructors at PCC in the AS field of instruction should try to give stimulating assignments which will help motivate his student to aspire to the goals he is striving to achieve.

2. Instructors in both the AA and AS fields of instruction should try to align their instruction materials so that the student can learn to overcome their inability to make important decicions.

3. Instructors in both the AA and AS fields of instruction should not be prone to condemn his students who hold their values too rigidly. Attempts should be made to rationize their view point if it's too contrary to others welfare, etc.

4. Instructors in both fields of instruction need to be more sensitive to their students needs and feelings. With large classes this can present more of a problem, but the is still there.

Feeling

BEST COPY AVAILABLE

5. Self-Percertion The AS Student has more trouble than the AA Students establishing his self-worth. He also has more of a tendacy not to accept himself with these weakness.	5. Instructors in both fields of instruction need to encourage their students to establish their self-worth and to provide tasks they can accomplish.
6. Awareness Again the AS Student and to a lesser degree the AA Student has a tendacy to see man as essentially evil or bad, and the opposites of life as antagonistic.	6. Again Instructors in both fields of instruction, AA and AS, need to be consistant in dealings with their students, and they should be especially fair and reasonable.
7. Interpersonal Sensitivity Both the AA and AS Students have some trouble accepting their feelings of anger or aggression, and they also have some difficulty with warm interpersonal relations.	7. Here, there could be some what of problem. It is suggested that the instructors of both groups of students to be more humanistic, not to be assertive but to be warm and loving in their contacts.

BEST COPY AVAILABLE

Conclusions and Recommendations

1. Polk Community College students had significantly higher scores on the Time Competent scale than a Freshmen sample.	1. Instructors at PCC should orientate their course content to the here-and-how, the relevant; as opposed to courses that concentrate on the past or too distant future. This includes helping students see themselves more clearly in the present than focusing on a future self image that is perpetually procrastinated.
2. PCC students scored significantly higher scores on the Inner Directed scale than a Freshmen sample.	2. Instructors should consider student values and feelings about his course as a valid part of the course of study. This includes opportunities for students to examine their own internal values in relation to the course.
3. PCC students scored significantly higher on the Existential scale than a Freshmen sample.	Instructors should recognize students have ability to use good judgment, and provide opportunities for class discussion on values as related to the course.

BEST COPY AVAILABLE

4. PCC student's Spontaneity is significantly higher than a Freshmen sample.	4. Instructors should take advantage of PCC student's ability to spontaniously express his feeling by the use of role playing, discussion, game simulation, etc. in class.
5. Capacity for Intimate Contact was significantly higher for PCC students than a Freshmen sample.	5. Instructors should be open, truthful, and honest in their relationships with students to maximize both student interest, and student feedback on the course.
6. In general, PCC students showed higher scores on scales intended to measure self-actualization.	6. Instructors should investigate and utilize where possible the principles of humanistic education in their relations with students.
7. Associate of Art degree aspiratns scored significantly higher scores than Associate of Science degree aspirants.	7. Instructors of courses primarily enrolling A.A. degree seekers should realize and utilize a relevant orientation to their course more so than professors with primarily A.S. degree students.

BEST COPY AVAILABLE

8. PCC, A.A. degree aspirants scored significantly higher scores on the scales of Awareness (Synergy and Nature of Man, Constructive) than A.S. degree aspirants.	8. Instructors should realize that A.A. students can tolerate a higher degree of intellectual ambiguity. They also are more inclined to see man as essentially good despite his short comings than their A.S. counterpart which are more liely to be dichotomous in their views.

BEST COPY AVAILABLE

Summary Statement

As a result of this practicum, I have gained a better understanding of my students in the Associate of Science field of study. I have also gained a better insight in what I need to do as their instructor to improve my methods of instruction and relationship with them.

The Personal Orientation Inventory (POI) was very beneficial in giving me an insight to my students personality. I have always been interested in helping students learn, and willing to try innovative ideas. Therefore, it is now my goal to try and establish warm inter-personal relationships, good contact, express vs impress, and relate more tenderly with my students. I think if I apply these principles, that both my students and I will enjoy our classroom experiences.

I was pleased to learn that my AS Students (Formally the Vocational-Technical Student) have as much personality as the AA Student. Their feelings, emotions, fears, etc., are no more prominent than the Polk Community College (PCC) Norm.

Results of this practicum is expected to give the PCC Professor a better understanding of his students and how he can better relate with them.

Howard E. Pearsall

BEST COPY AVAILABLE

Summary Statement

As a result of this practicum, I have gained a better understanding of the concept of self-actualization and its relation to humanistic education. This investigation has strengthened not only my understanding but also my commitment to extend the principles of self-actualization through humanistic education to my students.

The Personal Orientation Inventory (POI) was useful in profiling various Polk Community College groups in terms of self-actualization. The inter and intra analysis of this data firms up the proposition in my mind that the personality of Polk Community College students are not below, but equal to, and in some areas greater than a four-year university Freshmen sample. The proposition that the vocational-technical Associate of Science students are any less personality wise is also eroded. I'm sure these attitudes will be reflected in my teaching and other relationships with faculty and students.

Implementation of this practicum is expected to result in less classroom lecturing and more participatory, experiential, and discussion activities. In the final analysis it will be the students who judge what effect this practicum has had on this professor.

Paul Thompson

BIBLIOGRAPHY

BEST COPY AVAILABLE

Cohen, Arthur M.; Dateline '79: Heritical Concepts for the Community College, Glenco Press, Beverly Hills, Calif. 1969.

_____; A Constant Variable, Jossey Bass, San Francisco, 1971.

Cohen, Arthur M. and Brawer, Florence B., Confronting Identity: The Community College Instructor, Prentice-Hall Inc., Englewood Cliffs, N.Y. 1972.

Cross, K. Patricia, Beyond the Open Door, Jossey Bass, Inc. San Francisco, 1971.

Eble, Kenneth: Professors as Teachers, Jossey Bass Inc. San Francisco, 1972.

Gibb, L. L., "Home Background and Self-Actualization Attainment" Journal of College Student Personnel, 1968.

LeBach, Patricia, "Self-Actualization in College Students" Doctoral Dissertation, Kent State University, 1969 (Microfilm 70-16, 536)

Lee, Owen M., "A Proposal to Incorporate the Human Potential Seminar and the Personalized Educational Program in the Instructional Program at Polk Community College. Unpublished paper 1973, Winter Haven, Fla.

Mayhew, Lewis B. and Ford, Patrick J., Changing the Curriculum, Jossey Bass Inc., San Francisco, 1972.

Maslow, Abraham H., Motivation and Personality, Harper & Row, New York, 1954.

BEST COPY AVAILABLE

Maslow, Abraham H., Towards a Psychology of Being, Van Nostrad Co., Inc. New York, 1962.

_____, The Farther Reaches of Human Nature, Vaiking Press, New York, 1971.

Mullins, Richard F. and Perkins, Edwin M., "Increased Self-Actualization as a Result of an Intensive One Semester Academic Program", Journal of Educational Research, Jan. 1973 p. 210-4.

Roberts, Dayton Y., "Humanizing the Instructional Process", Creative Notebook, Vol. VII. No. 5, Jan. 1973.

Rouech, John, A Modest Proposal: Students Can Learn, Jossey Bass Inc. Washington, 1972.

Shostrom, Everett L., Personal Orientation Inventory Manual, Educational and Industrial Testing Service, San Diego, Calif. 1966.

Trueblood, Roy W. and McHolland, J.D. "Measure of Change Toward Self-Actualization Through Human Potential Group Process, ERIC ED055-295, 1972.

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 18 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION